STUDENTS' PERSPECTIVES ON E-LEARNING FOR COURSEWORK COMPLETION AMIDST COVID-19 AT MUFULIRA COLLEGE OF EDUCATION, ZAMBIA

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ABSTRACT

This study aimed to explore students' viewpoints on using E-learning for coursework completion amidst covid 19 at Mufulira College of Education, Zambia. Data were obtained using a qualitative approach from a total sample of 24 participants and analysed using thematic analysis. The study discovered that students' use of E-learning to complete their coursework during the pandemic was challenging. Precisely, students were concerned about how the digital divide manifested itself in their lack of online technology awareness, connectivity challenges, a lack of collaboration, and ill emotions, circumstances perceived to have significantly impeded the progression of course content completion. Thus, the quality and quantity of coursework provided to students seem to have been jeopardized. Recommendations for addressing the issues have been made.

KEYWORDS: *Coursework completion, Covid-19, Perception, E-Learning. Digital divide.*

BACKGROUND

Learning institutions worldwide provide learners with integrated formal and informal learning programs. These programs prioritize providing social, emotional, psychological, and physical health and well-being as learners strive to pursue academic accomplishments. However, when unexpected long-standing crises strike, such as droughts, pandemics, or wars, it becomes a nightmare to implement any high-quality educational programs. Consequently, students, especially the underprivileged, lose a critical place that gives them stability and have their minds overwhelmed with additional unpredictable circumstances.

Of late, the education system has been rocked by an extraordinary health crisis (Covid-19 epidemic), which has shaken its foundation and revolutionised how the educational system operates. Inevitably, the Covid-19 crisis brought education systems worldwide to a halt. This catastrophic situation has impacted educational settings, posing numerous unforeseen obstacles for teachers and students worldwide (Famularsih, 2020; Zalat et al., 2021). Before March 2020, more than 300 million fatal Covid-19 cases were verified globally (WHO, 2022), and these cases were highly contagious (Igai et al., 2022). Several countries worldwide confirmed an increase in cases and deaths as the months passed, which devastated the entire education system. Perhaps it is undeniable that there has not been such a potentially disruptive crisis since

the introduction of modern education systems on a global scale (UNESCO, 2021).

As one of several measures taken to prevent the spread of the virus, many governments, including Zambia, had to shut down learning institutions for several weeks or months (Li et al., 2021). College students across Zambia and beyond had to abruptly pack up their possessions with the view to finishing their coursework off campus in the middle of the first academic term of 2020. Although the cost of closing schools outweighs the risks of keeping them open, teachers and students face significant uncertainty (Mukuka et al., 2021).

Decades of research show that abrupt school closures are associated with learning loss, with more pronounced effects among underprivileged families (Grogger, 1997; Gilbert et al., 2009; Sunderman & Payne, 2009; Brummet, 2014; Mukuka et al., 2021; UNESCO, 2021). Even brief interruptions in a learner's academic progression have a substantial detrimental impact on their learning and can have long-term consequences (UNESCO, 2021). Thus, it is undoubtably that the detrimental effects of school closures during Covid-19 have had disastrous consequences on students' learning in Zambia and elsewhere, circumstances that necessitated alternative modes of educational provision.

The critical situation forced institutions to rethink and re-evaluate a better means of prioritizing education provision for their students to sustain the educational sector as a public

good for everyone and avoid a generational catastrophe. This is because the effects of the 2020 academic calendar disruption on today's students appear long-term (UNESCO, 2021). Thus, learning institutions globally were forced to adopt significant adjustments designed to mobilize and maintain learning continuity to counteract the anticipated effects. This was due to the certainty that educational institutions would not complete the entire curriculum in their customary manner amid the pandemic.

In this unexpected time, institutions including Mufulira College of Education were obliged to transition from conventional methods of teaching and learning, in which students were required to interact physically with lecturers, to a complete online learning environment (Hazaymeh, 2021). There is no denying that using E-learning for coursework completion is an effective strategy for students; however, when E-learning systems are not planned adequately and supported, students' learning becomes terrifying (Kibuku et al., 2020; Li et al., 2021).

Prior to the pandemic, E-learning was widespread in developed nations. However, the Covid-19 epidemic forced educators in less developed countries like Zambia to embrace E-learning technologies to maintain their students' academic progression (Famularsih, 2020). Unfortunately, these technologies have not been spread equitably worldwide (Mukuka et al., 2021). Advanced mobile phones, computers, and high-speed internet broadband are concentrated mainly in high-income countries. The circumstances may entail that the capacities of colleges to respond to the crisis by delivering learning and support to learners through E-learning have been diverse yet uneven (Zalat et al., 2021). This scenario could be more complex for specific colleges than for others. Similarly, some students could face a more challenging time adjusting to the new normal than others (Mphahlele et al., 2021; Mukuka et al., 2021). This is because each student is unique in handling technology, as it is based on age, cognitive capacity, and interest in technology usage (Silomba & Kasonde, 2021).

Subsequently, knowledge of employing E-learning technology to promote students' academic growth has been a struggle for some lecturers in most developing countries, like Zambia. Academics have found that while most lecturers and students habitually use virtual technology in their personal and professional lives, there is a gap between personal use and online learning (Kibuku et al., 2020; Li et al., 2021; Silomba et al., 2021). This disparity supports the notion that a lack of ability, teaching beliefs, and learning prohibits lecturers and students from regularly employing technology in their educational interactions (Almanthari et al., 2020; Mukuka et al., 2021) as each party appears to lack the required expertise in using E-learning. This situation seems to create a crisis within a crisis among students, worth exploring.

PROBLEM AND RESEARCH QUESTIONS
Although Zambia has historically experienced many natural calamities, none have necessitated a widespread transition to a complete E-learning mode in the educational system, nor has

the technology infrastructure previously been ready to fulfill this mandate. The global pandemic and college closures mandated in 2020 also have no precedent. As such, the crisis exposed many deficiencies and inequalities in our education systems that are worth exploring (Mukuka et al., 2021). Recent evidence indicates that E-learning during the Covid-19 pandemic had significant adverse effects on student learning (Aboagye et al., 2020; Famularsih, 2020; Haleman & Yamat, 2021; Hazaymeh, 2021; Ibrahim et al., 2021; Purwadi et al., 2021; Igai & Yunus, 2022). However, many of these studies have been undertaken in high-income countries, with much less attention paid to academic institutions in low and middle-income nations. Consequently, there is a dearth of studies on this topic, which is urgently needed, in Zambian academic institutions, particularly in Copperbelt colleges of education. Gaining insight into how students used E-learning amid Covid-19 could help educationists develop effective E-learning strategies and better prepare for future emergencies. Therefore, two questions were raised to understand this pressing matter.
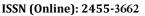1. How has the shift to E-learning by students affected coursework completion amidst covid 19 upsurge?
2. What expectations do students have for future E-learning practices in coursework completion amidst similar catastrophes?

SIGNIFICANT OF THE STUDY
It is envisaged that this research will add to the current body of knowledge about students' perceptions of E-learning for coursework completion amidst Covid-19. The findings may also raise awareness of students' challenges when using E-learning. It is also vital because it is the first of its kind at Mufulira College of Education. As such, it may benefit academic staff by enabling them to plan for future catastrophic incidents to avoid academic disruption. Finally, it is hoped that this study will inspire additional research on institutions' and students' capacity for disaster preparedness and coursework completion.

RESEARCH METHODOLOGY
In the quest for answers to the research question, this study sought to understand the lived experiences of regular students pursuing undergraduate and diploma programs at Mufulira College Education on the Copperbelt of Zambia. Relying on the social constructivist paradigm, this study deployed an exploratory qualitative approach in investigating the students' perspective on using E-learning as the method of coursework completion amid Covid 19. The choice of the exploratory case study is vested on "investigating a contemporary phenomenon within its real-life context" (Yin, 2003, p. 13) and allowed for a relativist viewpoint, mainly because the boundaries between study phenomenon and context are not evident in colleges of education on the Copperbelt of Zambia (Mukuka et al., 2021). Thus, this study aimed to cast more light on E-learning phenomena rather than quantify it. The sample consisted of 24 college students chosen randomly from 6 distinct cohorts, as presented in the figure below.

Gender and Composition of College Participants Sampled

Type of Program	Cohorts	F	M	Total number
Diploma Students (Year 1 to 3)	Year 1	2	2	4
	Year 2	3	1	4
	Year 3	2	2	4
Degree Students (Year 2 to 4)	Year 2	3	2	5
	Year 3	2	2	4
	Year 4	1	2	3
Total		**13**	**11**	**24**

In order to ensure confidentiality, participants pursuing diploma programs have been identified as DS1, DS2, DS3, DS4, DS5, DS6, DS7, DS8, DS9, DS10, DS11, and DS12, respectively. Those pursuing degree programs, on the other hand, have been assigned initials such as BES1, BES2, BES3, BES4, BES5, BES6, BES7, BES8, BES9, BES10, BES11, and BES12. This format of identifying participants has been used to ensure confidentiality and anonymity among participants. Semi-structured interviews and Focus Group Discussions (FDG) were used to gather data, and analysed thematically. Ethics were taken into account; for example, participation in the study was voluntary, anonymous, and unpaid.

RESULTS AND DISCUSSIONS

Thematic analysis revealed rich findings regarding students' experiences with E-learning for coursework completion amidst the Covid-19 pandemic. Despite students' waiting for less than a month to commence online classes, they expressed satisfaction with the college's effort to engage them in another learning mode. The participants unanimously applauded the college management for incorporating the students on Moodle and other platforms. In this regard, one of the interviewees narrated, "*I applaud my college's administration for their prompt and kind response; they gave us the opportunity to attend lectures online while remaining at home*" (BES5, 2022).

Equally, *s*tudents, as a whole, perceive the E-learning platform as an excellent tool for online learning during the Covid-19 lockdown. Data revealed commonalities among the participants' responses, which linked to a positive effect on using E-learning. A considerable number of participants believed that E-learning was a valuable tool to enhance students' learning and examination preparation. They cited some positives, such as facilitating learning continuity and interacting with lecturers in the comfort of their homes. However, they accused lecturers of introducing the program abruptly. On this issue, one discussant narrated, "d*espite the college' rolling out the program in a hurry, students were able to keep up with the lecturers, assured to complete the course materials, and feel more at ease for the November exams*" (DS1, 2022). Thus, it is without a doubt that the transition from traditional teaching methods to online learning has dramatically impacted learners' hopes at the initial stage. In this regard, it could be argued that E-learning is necessary for educational material covering among learners amidst the pandemic (Igai & Yunus, 2022). All that is required is the need

to embrace it if coursework completion could succeed in both critical and routine situations.

Lack of Online Technological Awareness

Regardless of the positive comments, it was noticed that the unplanned and quick switch to online learning without proper technological awareness and with little preparation had illuminated inertia in adopting the program among students. Most participants were trying to learn how to utilize the E-learning platforms and simultaneously learn course contents. Equally, there was agreement that technical difficulties plagued their online interactions. At the same time, others had fears that the observed challenges had the potential to compromise adequate coursework completion and examination preparation. Supporting these viewpoints, the participants echoed their frustrations;
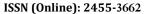
"*it was not a big deal for me to adopt E-learning; although it is a good thing, I did not like the system in the first place; the institutions hurriedly introduced it, and students were learning two hard things at the same time -Content and Moodle- it was hard, this will affect the examination results*" (DS7, 2022).

"*We were utilizing Google Meet for discussion, but every time everyone turned on the mike, disturbing noise used to take up center stage, and cleaning up the mess used to prove tricky; it used to take a lot of hours to learn a few concepts, clearing course this year will be by God's grace*" (DS7, 2022).

"*When assigned an assignment on Moodle, I don't remember answering and submitting any task without challenges. The worst part is that I could respond satisfactorily but neglect to hit the submit button, an effort that used to be worthless; I fear what will happen in the exams*" (BES3, 2022).

Subsequently, others narrated that they struggled to find the posted coursework and instruction on how to go about various course tasks. The struggle can be seen in the following discussions;

"*does it mean I do not have internet bundles because aim failing to open the page; it kept on giving me an invalid password*" (BES3, 2022).

"I have tried to contact my course lecturers for guidance, but to no avail; the phone just rings and rings for past two week" (DS7, 2022).

*"this is the third time I am submitting the activity; this lecturer always calls to say she has not received it; it is tedious; could it be that I am on the wrong side?" (*BES3, 2022).

"did any lecturer attend to you this week? I cannot find anything posted. I do not know what I will write in the exams" (DS7, 2022).

"I always miss online discussion forums as well as quizzes because the phone keeps on failing me" (BES3, 2022*).*

However, what remains a mystery was participants' suspicions that even some lecturers had trouble transitioning to online mode. Most participants highlighted significant lapses in lecturers' usage of Zoom, Moodle, and Google Link, which they perceived as additional obstacles in covering coursework. Regarding this issue, a discussant voiced out; *not all the lecturers were familiar with these E-learning tools; lecturers and students became learners of the platforms, creating a crisis within a crisis"* (BES9, 2022). Also, an interviewee expressed disappointment; *"Online materials such as lecturer notes could not be found on some course platforms because some lecturers did know how to post them"* (DS6, 2022). Subsequently, an extract from an interviewee regarding this matter;

> *"I used to have trouble opening the coursework that my lecturers would send each time I logged into Moodle. Even though I spent nearly two months learning how to use the platform, I don't even recall ever succeeding and profiting from E-learning classes. It would be far better if we were first introduced to the platforms face-to-face before covid 19. But everything was done in a flash by lecturers who were also learning online platforms. Eiish, it was an extremely trying time for me, and it kept draining my brain power"* (BES3, 2022).

Therefore, students were initially hesitant to participate in online lectures as they were unfamiliar with the E-learning mode and had unconfirmed doubts about their lecturers. The author, a lecturer, also observed that students expressed their worries on their friends' media platforms, such as Facebook, with some reporting directly on the college's official web pages.

In this regard, the participants thought that college institutions should not underestimate the observed negative impact of E-learning as any near future devastating event could prove more disastrous when covering coursework. More significantly, many participants narrated that E-learning courses should be mandatory for all students, particularly in the first year of study. They further indicated that teaching using online should be done side by side traditional one to make students accustomed to the new learning method and also if the

disaster strikes transitioning to a complete E-learning mode will not be difficult as echoed by a discussant, *"it is a must that colleges should resort to offering online learning alongside traditional learning to alleviate undue stress on students in the event of another pandemic"* (BES8, 2022). In the same vein another interviewee narrated; *Online learning is here to stay; the easiest way is to include it as a mandatory task in all year-one students; this will relieve students of undue stress in the long run"* (DS7, 2022). Another discussant said, "*there is a proverb which says 'practice makes a man perfect; ideally, students at the college have never really practiced E-learning. Most of them are complacent and are stuck with face -to face modes of learning"* (DS12, 2022).

As a result of the preceding observations, it is undoubtedly that the pandemic presented educational institutions with several lessons. One of the lessons is centered on the student's lack of technological awareness, a crucial aspect of the E-learning progression. As current and prior results hold, a lack of awareness of E-learning technologies among students disrupts the learning process and merely leaves learners frustrated (Mphahlele et al., 2021; Mukuka et al., 2021). More importantly, students' time spent learning various platforms could have been spent learning additional course content; nevertheless, it is better late than never. The observed gloomy situations could be countered by providing awareness and training students on digital literacy to bridge the gap between those with knowledge and those without if coursework completion is to take an effective root at Mufulira college of education and beyond. These observations are also echoed in the findings of other academics (Famularsih, 2020; Haldeman & Yamat, 2021; Mukuka et al., 2021; Zalat et al., 2021). Thus, to guarantee that technology is used effectively, institutions must guide students on accessing and using various E-learning tools. This will contribute to reducing the prevalence of digital illiteracy, improving the rate at which coursework is done, and reducing the stress associated with upcoming assessments.

LACK OF INTERNET CONNECTION AND POWER OUTAGES

Overweeningly, participants raised a concern of poor or lack of internet connections as a considerable challenge that affected the implementation of coursework. A significant thing that seemed to disturb participants the most was the poor quality of the internet services provided by MTN and Zamtel, even in urban cities such as Lusaka and Ndola. Besides, most participants attested that they could not afford the exorbitant prices and fast finishing data provided by Airtel mobile services, which they believed had a little bit better service in terms of speed. In this regard, one discussant echoed, "*It was a nightmare following the timetable that the college set because of intermittent data services; the internet kept appearing and disappearing"* (BES7; 2022). Similarly, interviewees from the urban attested:

> "*The Internet exists; however, it is not widely dispersed throughout, including here in Ndola. The internet is quite worrying. I feel sorry for my friends who live in*

remote places with scarce internet connections" (DS11, 2022).

"The network used to disturb me a lot during the presentation; it used to disrupt the class; by the time I got back online after several trials of re-joining, critical topics explained by my lecturer had gone. The network used to be so terrible that it made me miss entire lessons" (BES4; 2022).

The respondents also unanimously agreed that constant power outages also hampered course completion. As such, participants cited electricity as one of the main obstacles the students faced during the implementation of the online learning process. One of them said: "*Electricity was one of the most significant barriers to coursework progression and completion amidst the pandemic; imagine, at times, we used to experience a power outage for 13 hours*" (BES1, 2022). Conversely, one interviewee also stated, "*most online lecturers used to come around 19 to 20, and my area was scheduled for power cuts at that particular time; things were horrible, I never learnt much, and this worries me when I think of examinations"* (BES7, 2022).

The current findings are similar to many recent pieces of research conducted in Zambia and elsewhere (Famularsih, 2020; Kibuku, 2020; Purwadi et al., 2021; Mphahlele et al., 2021; Mukuka et al., 2021). Researchers in these investigations discovered connectivity as the subjects' main issue in implementing E-learning tasks. Given that the E-learning environment is driven by internet access and availability of power services (Igai & Yunus, 2022; Mukuka et al., 2021), it could be anticipated that coursework completion was hampered in the current study. Students were failling to attend online classes due to internet challenges across regions, the high cost of internet bundles and power outages. These circumstances pose substantial obstacles in fulfilling college-planned academic work (Gin et al., 2021).

In this regard, participants unanimously agreed that Zambia Information and Communications Technology Authority (ZICTA) needs to be on top of everything. More importantly, it was resolved that ZICTA should compel all mobile service providers to work diligently and roll out better services across the country. Data quality, notably for MTN and Zamtel, which most participants felt had poor bandwidth in some places, should be enhanced. Supporting the statement, a participant from FGD narrated; *Zambia needs to invest more in mobile service and adopt developed-country methods of providing high-speed internet access to customers"* (DS3, 2022). Most participants also expected telecommunication companies to consider upgrading data services and lowering the high-priced data bundle in the near future, as these negatively affect the E-learning process. Following this, one of the participants during the FGD said, "*if the mobile providers, particularly Airtel, continue with higher data service charges, then it will be a nightmare for E-learning should a similar scenario arise*" (BES7, 2022).

In practice, when the E-learning environment is appropriately supported by various infrastructures, such as ensuring that most parts of the country regions are connected to high-speed internet. Also, by working on minimizing power outages, online student-centered learning techniques may operate effectively (Gin et al., 2021; Igai & Yunus, 2022). Subsequently, students may adequately prepare for future academic tasks such as examinations.

Thus, any departure from priotising provisions of E-learning necessities may be regarded as exclusion rather than inclusion as the college strives to achieve planned coursework coverage among students.

Lack of appropriate E-learning tools

It is recognized that to access E-learning learning systems, one needs to have a communication device such as a smartphone, computer, or tablet that can connect to the internet (Igai & Yunus, 2022). Unfortunately, in the current study, a few participants stated that they had no appropriate gadgets for online lessons. The unexpected shutdown of institutions and mobility restrictions had impacted their families' income, particularly those who relied on hand-to-mouth businesses. They further said, they had less support in E-learning tools, such as smartphones, from those who used to sponsor their education. As such, the sponsors chose to acquire necessities for survival rather than support them with online courses, as evidenced by the below conversation;
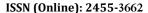
"I failed to buy a smartphone for online lessons because of financial challenges; our family's small business was shuttered, and all that was left was for survival; I had no option apart from relying on calls for online coursework updates; it was horrible" (BES 8, 2022).

"Even though he knew I couldn't afford it, my father told me to buy a smartphone and hunt for the bundles on my own because of his priority for home demand, so I never learned during the shutdown" (DS8, 2022).

Based on the after mentioned, the lack of interactive gadgets created severe challenges for the students. The unpleasant observation agrees with other scholars who observed that a lack of technological devices hinders the implementation of online learning (Aboagye et al., 2020; Haleman & Yamat, 2021; Bird et al., 2022) and also negatively affects the academic performance of students (Bird et al., 2022). Based on the current and prior studies, it can be argued that the student's inability to acquire an ideal phone played a significant role in incapacitating students' E-learning activities, thereby derailing the coursework completion process. As such, college authorities should strive to bridge the gap between the digital "haves" and the "have-nots" so that all students can have equal access and equal privilege to access E-learning academic activities.

Lack of collaboration and ill emotions

Another barrier to coursework completion that emerged strongly among participants is evident in collaborative learning through group tasks, group presentations, and group

assessments. Regarding this issue, participants reported higher levels of understanding while using collaborative work in the Face-to-Face approach. However, when it came to E-learning, they disagreed, relying on the collaborative method to cover coursework effectively. Most submitted that the diverse unfavourable perceptions about pandemic threats and E-learning mode challenges made it difficult for them to work together online during the lockdown. As a result, they had difficulty navigating the system on their own, as testified by one of the discussants; *"it is difficult to learn when you are alone; academic work in tertiary institutions is done well through partnership learning"* (BES2, 2022). Equally, an interviewee also said, *"forming or joining group discussion was not a priority for me, because my thought was focused on Covid fears other than education"* (DS8, 2022).

As research holds, tertiary education is driven appropriately when learned materials are discussed using a collaborative method that involves social settings such as groups, even if it is done virtually (Darko & Wang, 2021). Practically, using E-learning tools amidst abrupt school closures, like in the case of Covid, is crucial in promoting peer interaction and encouraging student-to-student exchange of ideas and information. Without that, it could further alienate isolated students, leading to their disengagement, withdrawal, or eventual exclusion from participating in completing the course materials in a high-spirited manner. Thus, the collaborative technique promotes more favourable attitudes toward learning than competitive or individualistic ones, ideas that needs to be embraced (Darko & Wang, 2021).

Subsequently, it was also interesting getting from participants that some lecturers never cared about any impending challenges that students used to pass through. Others expressed a lack of interest in attending some lectures, and they further mentioned that the closure became a primary advantage to shunning their services. Below are the complaints submitted by the discussants;

"each time I contacted my course lecturer, the answer I used to get was horrible; I recall one telling me not to bother him for failing to open the sent material; without doubt, negative responses have had a huge impact on coursework completion" (BES8, 2021).

"I never used to get along with some lecturers; whenever I asked a question on technical issues through a phone call, only sarcastic language was heard; I do not know, perhaps, we were all learners of the platforms" (BES9, 2022).

Even though lectures were not included in the study, the findings provide enough evidence to suggest that further research is necessary to understand the interactions between some lecturers and their students. Precisely, intimidation and lack of courtesy from lecturers may leave learners in an isolated situation where they may also have various levels of inabilities and inexperience when it comes to using E-learning mode and, therefore, somewhat hampering the completion of the coursework (Famularsih, 2020). As a result, the data shed light on the unconfirmed behaviour of particular lecturers' lack of

dedication, an important topic that necessitates future research to establish the facts.

Furthermore, the Covid-19 pandemic resulted in numerous ill emotions that impacted most students' family structures and way of life. Stressful emotions at home included losing familiar individuals due to the epidemic, getting sick, losing employment, and lockdowns. These circumstances appear to have significantly impacted the students' social, psychological, and cognitive functioning as they harm learning ability. In one of the FGDs, one of the discussants said;

"I was not mentally prepared to study; I had no idea where to begin because everything I had heard from colleagues concerning how deadly the pandemic was, made my mind ill; worse, I could not control my emotions; whenever I turned on the TV to get the Covid updates, my mind assumed I would be the next victim. My thoughts were consumed by illness and death, not academic issues" (DS7, 2022).
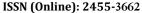
When asked what they expected regarding ill emotional disturbances, participants unanimously reported that they expected the college administrators to use online psychosocial counseling to boost self-situational acceptance and self-esteem. This strategy was also believed to positively deal with technology acceptance, and positively deal with negative perception. Regarding this issue, one interviewee reckoned that "*to increase confidence and good decision-making skills, the college needed to allocate one counseling hotline mobile number to enable students to access counseling services on their perceived ill emotions and E-learning challenges*" (BES1, 2022).

Subsequently, most participants reported that seeking clarifications and explanations from some lecturers on specific course content perpetuated ill emotions when using unfamiliar E-learning tools. They further indicated that it was challenging to seek clarifications, a situation that made them to loss interest and think that E-learning was less effective than the traditional learning method. This circumstance is backed by one of the discussants and an interviewee who echoed the following words;

"Online learning was challenging; learning two things simultaneously became complicated. Lecturers would have devoted time to training students on using the E-learning platforms before embarking on teaching content because it was hard to get proper explanations and clarifications from some lecturers on specific issues using the unaccustomed, less effective method" (DS6, 2022).

"It was rough for me to understand the course content fully because clarifications never used to come forth from the lecturer" (BES7, 2022).

"Learning online was not interesting; it was inconvenient and ineffective for me; no wonder I used to lose interest most of the time" (DS6, 2022).

The observations mentioned above allow the author to argue that students developed a negative attitude toward online learning due to some lecturers' inability to explain students' concerns and students' lack of interest in the unfamiliar learning method. The results may be explained by the supporting evidence from previous studies (Almahasees et al., 2021; Daniel Teodorescu, 2021). The two separate studies observed that college students are more likely to engage in online academic activities if they are given ample explanation on specific online learning issues. Also, if the online tools are of interest to them and if they are motivated to do so. Thus, the unavailability of appropriate clarifications and a lack of interest and motivation as students use E-learning technology can be challenging because many students miss out on learning activities (Gin et al., 2021). Nevertheless, it must be stated that online course content and E-learning tools foster learning environments if students assume greater responsibility for their interest and motivation in learning (Younas et al., 2022). This concept of self-direction or self-regulation learning embodies a student's ability to work autonomously. By implication, more effort is required to educate students on the E-learning mode believed to hamper coursework progression and completion.

CONCLUSION AND RECOMMENDATIONS

Despite several beneficial impacts that E-learning use entails, its use among students to complete their coursework during the epidemic was problematic. Participants' perceptions were dominated by frustration, which stemmed from digital gaps. In particular, lack of online technology awareness, connectivity issues, a lack of collaboration, and ill emotions were all seen as major impediments to participants' ability to make progress in learning the course material. Thus, the standards and rate of coursework learning were put in jeopardy, circumstances that may ultimately lead to students' low academic performance in due course. Therefore, students' experiences and expectations could translate into opportunities or obstacles. It is dependent on how the college responds to the predicaments. Thus, to adequately prepare students with E-learning abilities and increase accessibility, it is recommended that the teaching of effective use of E-learning should become mandatory for all students, particularly those in the first year of academic study. Lastly, for totality comprehension of the phenomena, further research on lecturer's viewpoints regarding E-learning among students amidst Covid-19 should be undertaken.

Conflicts of Interest
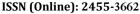The author declare that he has no conflicts of interest

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